

Kentucky Teacher

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Teachers tackle Step Three of standard-setting process

By Faun S. Fishback
Kentucky Department of Education

The process of setting new standards for Kentucky's four performance categories — novice, apprentice, proficient and distinguished — is moving step by step toward completion. Nearly 325 Kentucky teachers and district instructional leaders gathered in Lexington at the end of October for Step Three of the six-step process.

Last year, the National Technical Advisory Panel on Assessment and Accountability, which advises the Kentucky Board of Education on testing issues, recommended the six-step performance standards review.

"The technical panel recommended this because we have a new test, and because teachers know more about standards now than they did when we began education reform 10 years ago," said Education Commissioner Gene Wilhoit. "It's time to review our standards. I'm confident that this broad, collaborative process will result in performance standards for student achievement that are clear, consistent and broadly understood and supported by Kentuckians. Some states have done one part or another of this process, but no state has been this comprehensive."

During an intensive two-day session, participants used the Jaeger-Mills Method to help establish cutscores for the four performance categories. Working in content-specific groups at elementary, middle and high school levels, 18 groups of educators took selected forms of the Kentucky Core Content Tests. Then they reviewed descriptors for the performance categories that were revised last fall in Step One of the standard-setting process.

Participants looked at the overall student performance on the spring 2000 Kentucky Core Content Tests. They decided whether the multiple-choice questions were factual or required application and higher-level

thinking to answer. They discussed the open-response questions and decided how well the performance descriptors related to each question. They also considered core content in their discussions.



Marilyn Mayo (left), a social studies teacher at Cannonsburg Elementary in Boyd County, and Shelia S. Mitchell, social studies teacher at Western Elementary in Anderson County, compare answers Kentucky Core Content Test questions with an assessment rubric during a two-day standard-setting session using the Jaeger-Mills Method.

Photo by Rick McComb

Using actual student responses to items on the spring 2000 Kentucky Core Content Tests, participants first worked in their content-specific, grade-specific groups to practice evaluating the performance of students on the multiple-choice and open-response exercises. Participants took time to discuss their evaluation of students' work on individual questions and the entire test so they were clear in what students' work looked like in each performance category.

Independently, each participant evaluated the responses of 60 students and classified each student's work as novice, apprentice, proficient or distinguished. In addition to assigning a performance category judgment, the educators also rated each student's work as low, medium or high within the performance category. This information will be used to establish cutscores that will be part of the Jaeger-Mills recommendations about the performance descriptors.

"The thing we like about this method of standard setting is that it has the right experts — teachers — involved in the decisions," said Craig N. Mills, who, with the late Richard M. Jaeger, developed the Jaeger-Mills Method.

What do participants think?

Most participants at the October standard-setting session were participating in the process for the first time. The Jaeger-Mills Method gave educators the opportunity to look at forms of the test, under strict confidentiality restrictions, with tools such as the Kentucky Core Content for Assessment, a scoring rubric for each ques-

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Commissioner's Comments

Can we stay focused on one goal for 14 more years?

By Gene Wilhoit
Commissioner of Education

Someone recently suggested that setting our target year at 2014 for getting all schools to proficiency is a mistake. The reasoning: that people can't stay focused for such a long time.

I don't agree. Every Kentucky school is aiming for the same goal: proficiency, or an overall accountability score of 100 or higher, by the year 2014. In some ways, that seems like a long time. After all, our students who will graduate in that year have not yet enrolled in our primary program! In "student years," 2014 is a lifetime away.

But to those who have been putting reforms into action since 1990, 2014 can seem almost imminent. Think how quickly the past decade has passed, with its challenging demands and intense efforts. How far we've come!

Of course, we still have far to go to have the schools we want for our children. But I know we will get there. Some schools — and not necessarily those we might have predicted — are already getting close to the goal or have reached it in some content areas.

Some years ago, a study concluded that the predominant variable in a child's life is not inside the school but outside and that certain children were destined to fail academically. Kentucky is proving that study wrong. We are proving that all

children can learn. The nation is watching and learning from what is happening here.

We have met many challenges, and we are advancing toward our goal. To get there, we need to focus next on three things:

1. We must have great teaching.

We must have consistent, high-quality instruction going on in every classroom for every child. The role of educating teachers as they come out of the universities, the role of mentoring them once they come into the schools and the role of developing high-quality professional support are missions all of us will have to share in the future.

2. Teachers must offer high-quality instruction based on results.

Teachers must use student progress to plan and measure the success of their instruction. Multiple studies agree that the most important variable in improving student achievement is the quality of teaching. A high-quality teacher and, more importantly, a series of high-quality teachers can have important and rewarding results for students. Low-quality teachers and, more importantly, a series of low-quality education experiences, can be devastating — not just harmful, devastating — to a child. The most important equity issue we face in the next

few years in Kentucky, or anywhere in this country, is providing every new and experienced teacher the training, professional development and support they need to be the best they can be.

3. We must have outstanding instructional leadership. If we expect great teachers to do great work, we must provide strong instructional leaders. We must think in intensely different ways about how we develop leadership in schools. We must recognize the possibility that no one person has to be the leader in all areas in a school.

We must address all of these factors to reach our goal, and when I say "we," I mean all of us! The Department of Education is your partner in getting to proficiency. If a school is failing, the department is failing. We'll continue to remind you of the challenges that are ahead. We'll continue to push, just as we push ourselves, but we'll also be your true partners in the enterprise.

We face a challenge, but don't let anyone say that every school can't reach proficiency by 2014. We can, and we will, by keeping the target in mind. We cannot give up on the kids! The most important task in this society is educating children. We know we can do it, and we will do it in spite of conditions that people have said would stop us.

What a celebration we will have in 2014!



Photo by Rick McComb

Education Commissioner Gene Wilhoit listens as Kristen Floyd, a student at Science Hill Elementary, tells him what she is reading.



Photo by Rick McComb

Photo courtesy Eagle Express, Johnson County Schools

On the Road to Success

Kentucky's schools are making progress toward a statewide goal of proficiency for every student in every school. In mid-October, 150 Kentucky citizens, state officials, educators and parents joined a Celebration of Kentucky Schools bus tour for a close look at how public education is working. One of those participants was Andy Downs, executive vice president of the Kentucky Chamber of Commerce. During a stop at Central Elementary in Johnson County (inset), Downs shared reading time with students Deloris Haney and Jacob Barber. The bus tour stopped at 12 urban, suburban, rural and inner-city schools in all regions of the state.

Teachers tackle Step Three

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tion and the proposed performance standards descriptors for their specific content areas and grade levels. They also had the opportunity to discuss the performance standards in relation to actual, recent student work.

Teachers said being involved in the process would help them be better teachers and help their students be better achievers. "By taking the test, you realize how students feel taking it," said Brenda Monks-Adamson, a third-year social studies teacher at Wheatley Elementary in Jefferson County. "I know I'll be helping my students with test-taking procedures."

Marilyn Mayo, Cannonsburg Elementary in Boyd County, and Sheila Mitchell, Western Elementary in Anderson County, also participated in the elementary social studies standards-setting group. They found instances where the assessment rubric made it hard to judge whether student work is proficient or distinguished, Mitchell said.

"This process will make [the meaning of the performance standards] clearer to educators," Mayo said. "It will help us teach."

"I'm going back with good information about this standard-setting process that we can apply in our own school," said Monks-Adamson. "For example, teachers in our building will receive a copy of the updated descriptors to assist them in their teaching and assessments."

In December, another 324 educa-

tors will convene to look at the novice, apprentice, proficient and distinguished performance descriptors using the CTB Bookmark Procedure. This procedure was developed by CTB/McGraw-Hill, the company that administers the Commonwealth Accountability Testing System (CATS) for Kentucky. Using this standards-setting procedure, educators will work with test questions that are ranked according to difficulty. Participants will determine which questions, if answered correctly, would mark the beginning of each performance category.

"Reaching out to do multiple standard-setting methods is a sound decision for the Department of Education and for the testing contractor," said Mills, a developer of the Jaeger-Mills standard-setting methods.

In January 2001, after data from the three standard-setting sessions are available, Kentucky educators, parents, business leaders and others will synthesize all the standards-setting work according to a process designed by national testing experts. In early summer, final definitions for each of the four performance categories will be recommended to the Kentucky Board of Education for its approval.

"This entire process, involving more than 1,700 Kentucky educators, should result in clear, consistent, agreed-upon standards for student achievement on the Kentucky Core Content Tests for long-term accountability," Commissioner Wilhoit said.

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Title I helps students succeed at two west Kentucky schools

By Faun S. Fishback
Kentucky Department of Education

Two Kentucky schools are National Title I Distinguished Schools for 2000, recognized for their Title I schoolwide programs and the impact those programs are having on student achievement. Nine other schools received state-level recognition as Title I Distinguished Schools.

Calhoun Elementary in McLean County and Whitesville Elementary in Daviess County won national honors for their Title I programs last spring. Despite high percentages of students from low-income families, both schools posted high scores under the state's old testing system and continue to be successful on the Kentucky Core Content Tests. Both schools will receive rewards for the 1998-2000 Commonwealth Accountability Testing System (CATS) cycle.

Is there a relationship between the Title I schoolwide programs and student success? The faculties at both schools say there is. Having a Title I schoolwide program allows them to use the federal funds to upgrade each school's entire educational program to raise the academic achievement of all students, not just those students whose family incomes qualify them for free- and reduced-price lunch, a criterion for Title I funding.

(Title I provides supplemental funds to schools to help meet the educational needs of children who are failing or most at risk of failing to meet academic standards in schools with high concentrations of children from low-income families. A school in which at least half of the students are from low-income families may offer a Title I schoolwide program.)

Calhoun and Whitesville schools are located several miles apart in adjacent counties. They are similar in many respects, but they tailor their approaches to spending their Title I money to meet the specific needs of their students. That's one of many reasons why both schools are National Title I Distinguished Schools.

Calhoun Elementary Title I gives students access to more

The biggest problem Calhoun Elementary Principal Ronnie Cartwright has is getting parents to complete and return the paperwork necessary to document the number of low-income students attending the school. When parent responses put the school slightly below the 50 percent required to offer a schoolwide program, district Title I coordinator Galena Fulkerson had to request a waiver from the U.S. Department of Education. It took diligent work and, as she puts it, "jumping through a lot of hoops" to get an exemption so the school could implement a schoolwide program.

"It has definitely been worth the work," she said. "With the schoolwide program, Calhoun is able to involve all students in learning rather than a few."

Cartwright says the schoolwide program's flexibility to combine Title I money with other federal, state, district and school funds has offered more

opportunities to all students. The school spends its Title I money on personnel, professional development, technology and academic programs in primary through 5th grade.

Ruth Hudson, a Title I instructional assistant, works in the computer lab. She supports the classroom teachers by overseeing the mechanics of coursework with reading, mathematics, science and social studies computer programs. This gives classroom teachers time to work with students one-on-one as they do assignments in the lab. Hudson also helps teachers by finding Internet sites and providing hands-on activities to supplement classroom lessons. Money for the lab comes from Title I and Kentucky Education Technology System funds.

"The one-day-a-week computer lessons reinforce my classroom work, introduce new information or review what we're studying," said 4th- and 5th-grade science teacher Jane Crumbaker. "Using the computer lessons and Internet sites gives our students a greater understanding of what

they're studying and gives them more experiences to draw from on their open-response questions."

Title I money helps teachers get the professional development they want, Cartwright said. As part of the agreement for attending professional development, teachers share with each other the research-based strategies and other initiatives they learn. "The good working relationships among our teachers make our school special," he added.

The district's Title I parent liaison, Beth Mitchell, serves all three of McLean County's elementary schools from her office at Calhoun Elementary. To get parents involved, she visits them in their homes and provides parent training sessions at the school. Parent involvement is a keystone at Calhoun, and the number of trained volunteers is on the increase, Cartwright said. Each school year, parents are asked how they can help the school. At least once a month, they gather in the school's parent workroom and spend the day preparing cutouts, photocopies and other materials for teachers to use in lessons.

Candy Austin is one of several parent volunteers who work in the library media center on the days the itinerant library media specialist is at other schools in the district. "It seems students have access to more materials and computers (because of the Title I schoolwide program)," she said as she checked books in and out for a steady stream of students.

Parents also are invited to school for a breakfast in their honor, to participate in family reading nights and to learn basic computer skills. A monthly newspaper keeps parents informed of school activities.

Cartwright is excited about a new music lab, complete with keyboards purchased last year in part with Title I money. The faculty is hoping that as students learn more music concepts they will increase their state test scores



Ruth Hudson, Title I instructional assistant at Calhoun Elementary, shows Heather Wilson where to click on the computer toolbar to make changes on a writing portfolio assignment.

Photo by Rick McComb

in arts and humanities, science and mathematics.

All three McLean County elementary schools — Calhoun, Livermore and Sacramento — have Title I schoolwide programs. Cartwright said he and principals Deborah DeArmond and Judith Walker work together on a regular basis and share ideas about ways to increase academic achievement. (Livermore Elementary is one of the nine schools named State Distinguished Title I Schools for 2000.) For more information about how Calhoun Elementary and McLean County Schools use Title I funding in schoolwide programs, contact Calhoun Principal Ronnie Cartwright at (270) 273-3264 or rcartwright@mclean.k12.ky.us or Galena Fulkerson at (270) 273-5257 or gfulkers@mclean.k12.ky.us. Both are also on the KETS global list.

Whitesville Elementary Title I money puts resource teachers in the school

Whitesville Elementary (preschool – 5th grade) uses Title I money to fund positions for two instructional assistants and a resource teacher. Anita Weidemann is the instructional assistant in the school's science lab. She helps teachers provide rich, hands-on instruction in that content area. She also assists students outside the science content area with reading, mathematics and writing projects.

Technology assistant Patty Phillips trains students in word processing, graphing and video editing. She also teaches parents and faculty members to use the equipment and software. "Media Mania Pals" are parent volunteers who go through computer training and then work with students and teachers on projects. These parents may do something as simple but important as teach preschool and primary students how to use CD-ROMs. They also help students learn how to maintain and program the technology in the "Monster Room," which houses video equipment networked to classrooms throughout the school.

Whitesville has a strong Student Technology Leadership Program (STLP) with more than 85 members. The STLP group recently won the Kentucky Educational Television Golden

Video Cam Award for a four-minute production about the school's technology program.

"Technology was a strong part of our application for the Title I Distinguished Schools program," said Principal Vicki Riley.

Title I Resource Teacher Nancy Foulke works to help all students become better readers. She screens incoming students to identify learning problems and strengths. She and the family resource center director visit those students' parents in their homes to provide lessons and strategies to improve learning. Foulke also manages training for parents and grandparents in discipline, homework and parenting as well as training in core content, Spanish and writing.

"Title I is an important piece of our school funding," said Principal Riley, "but it isn't the only piece." Teachers at Whitesville have become competitive at grant writing. "Small grants can make a big difference in the classroom," said Jana Beth Slibeck, staff development coordinator.

Slibeck, Suzanne Hoheimer, Title I coordinator for Daviess County, and Barbara Olynick, district technical assistant, keep teachers informed about grants they can pursue. A \$100,000 Bell South grant supports Slibeck's position and implementation of Phillip Schlechty's "Working on the Work." She is in Whitesville classrooms to model lessons and help teachers stay focused on high-quality student work. Teachers participate in monthly team meetings to analyze student work and analyze their work as teachers. "We are reflective practitioners," Slibeck said.

Because Whitesville teachers are constantly reflecting on their work and their students' work, the school's consolidated plan doesn't gather dust. Teachers regularly review the plan in content areas to keep it updated, Slibeck said.

Sharing within teams, across grade levels and with other schools is an important part of expanding learning at Whitesville. The school is involved in many collaborative projects with Philpot Elementary, a smaller rural school in Daviess County, and East View Elementary, which is about twice as large as Whitesville.

Fourth- and 5th-graders at



Photo by Rick McComb

Whitesville Elementary Title I instructional assistant Anita Weidemann works with 5th-grade science students Annie Payne and Alex Broman on a density and layers experiment during their study of forests.

Whitesville and East View take scrimmage tests each fall and winter to prepare for the spring Kentucky Core Content Tests, Principal Riley said. The two faculties compare student scores on each scrimmage question. If a higher percentage of students in one school answers a certain question correctly, the teachers share what they are doing to teach that concept. If students at both schools have trouble answering a question correctly, the combined faculties find solutions for improvement. "These scrimmages are a useful instructional tool," Riley explained.

Whitesville is involved in Daviess County's districtwide Graduation 2010 to increase student learning. As part

of that project, Whitesville receives support in its reading program, is able to offer foreign language instruction, emphasizes critical thinking in instruction, has a nurse in the school once a week and provides a variety of ways parents and the community can be involved in the school.

For more information about Whitesville Elementary's Title I schoolwide program, contact Principal Vicki Riley at (270) 233-4151 or vriley@daviess.k12.ky.us. To find out more about the Title I programs in Daviess County schools, contact Suzanne Hoheimer at (270) 685-3161 or shoheimer@daviess.k12.ky.us. Both are on the KETS global list.

Kentucky Schools in the Title I Spotlight

National Title I Distinguished Schools

Calhoun Elementary (McLean County)
Whitesville Elementary (Daviess County)

State Title I Distinguished Schools

Central Elementary (Johnson County)
Holiday Elementary (Christian County)
Kit Carson Elementary (Madison County)
Livermore Elementary (McLean County)
Menifee County Elementary
Mildred Dean Elementary (Newport Independent)
Paducah Tilghman High School (Paducah Independent)
Roundstone Elementary (Rockcastle County)
Summer Shade Elementary (Metcalf County)

Help is available for meeting needs of students with seizure disorders

By Sharon Crouch Farmer
Kentucky Department of Education

More than 300,000 children under the age of 14 have epilepsy, a disease characterized by recurring seizures that are sometimes difficult to recognize and always traumatic for the child, the teacher and classmates.

This November, Epilepsy Awareness Month focuses on the hidden signs that may help identify childhood epilepsy.

"Epileptic seizures can range from a brief staring period or confusion to uncharacteristic anger to loss of consciousness or convulsions," said Deborah O'Gorman, the founder of a nonprofit group called S.E.I.G.E. (Support Epilepsy In Guiding Epileptics). O'Gorman and her organization work with communities, groups and individuals to educate them, eliminate the stigma of the disease and meet individual needs.

"Teachers need to know that these children face unique challenges," said O'Gorman. "Epilepsy can be socially damaging to a child. Unless the condition is handled well by adults, it can leave permanent emotional scars."

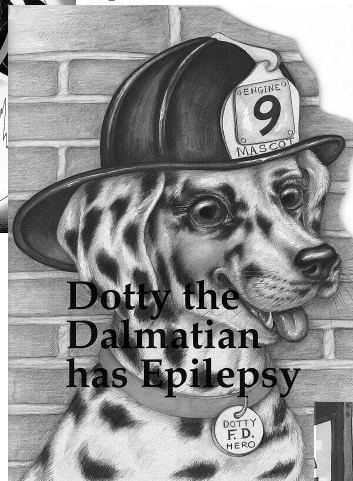
Although seizures or medications that prevent them may affect learning, attention and memory, "Most students with epilepsy can be more than adequately served in general education settings with appropriate supports," said Preston Lewis of the Kentucky Department of Education's Division of Exceptional Children Services.

What teachers can look for

Most of the signs that can indicate a seizure can occur without any con-

nection to epilepsy or seizures. The thing to be alert to is a pattern of behavior, something unusual that happens too often to be chance. Behaviors may include the following:

- Short attention blackouts that look like daydreaming;
- Sudden falls for no reason;
- Lack of response for brief periods;



- Dazed behavior;
- Unusual sleepiness and irritability when wakened from sleep;
- Head nodding;
- Rapid blinking;
- Frequent complaints from the child that things look, sound, taste, smell or feel "funny";
- Sudden stomach pain followed by confusion and sleepiness;
- Repeated movements that look out of place or unnatural.

What teachers can do

A convulsive seizure protects the child by triggering mechanisms in the brain to bring it safely to an end. There are no first aid steps that can hasten that process. When a seizure happens, O'Gorman suggests, teachers can do these things:

- Remain calm and stay with the child. Do not leave the room to get help; call out or send a student for help if necessary.

- Do not attempt to restrain the child.
- Prevent potential injury by helping the child to the floor. Remove sharp objects or furniture nearby. Place something soft (such as a rolled-up jacket) under the head.
- Roll the child on one side with the head tilted slightly downward to allow saliva to drain away and to help the child breathe freely.
- Loosen the child's clothing and remove glasses.
- Do not place anything in the

mouth. Do not hold the tongue.

- Do not try to give the child medication during the seizure. Do not try to bring him or her out of the seizure.
- Remember that the child may be irritable and tired following a convulsion, so make a special effort to be calm and reassuring afterward.
- If a child has frequent seizures, handling them can become routine once teacher and classmates learn what to expect. Assign one or two students to help while the others get on with their work.

Resources for Information About Seizure Disorders

Kentucky Department of Education

Division of Exceptional Children
8th Floor, Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601
(502) 564-4970

University of Kentucky Chandler Medical Center

Comprehensive Epilepsy Program
Department of Neurology
800 Rose Street
Lexington, KY 40536-0084
(859) 323-6702
www.mc.uky.edu/neurology/epilepsy.htm

Support Epilepsy In Guiding Epileptics (S.E.I.G.E.)

1601 Kentucky Towers
Louisville, KY 40202
(502) 584-3010
seige@aye.net
(Note: Contact S.E.I.G.E. to request booklets pictured on this page.)

American Epilepsy Society

638 Prospect Avenue
Hartford Conn. 06105-4240
(860) 586-7505
www.aesnet.org

Epilepsy Foundation of America

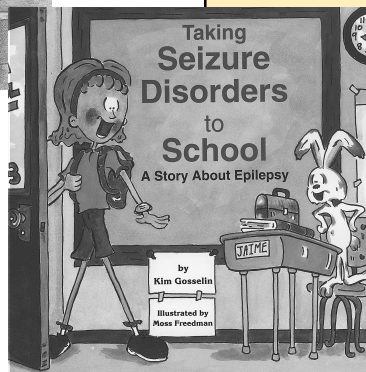
Director, Public Information and Education
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700
www.effa.org

The foundation offers a toll-free information and referral number — (800) 332-1000 — and a catalog of educational materials for all ages; educational program kits that cover medical and social aspects of epilepsy; and "KidsNews," a quarterly for children with seizure disorders.

Rush Epilepsy Center

Rush-Presbyterian-St. Luke's Medical Center
1653 W. Congress Suite 334 Murdoch
Chicago, IL 60612
Phone: (312) 942-5939
www.epilepsyeducation.org
pgattone@rush.edu

The center's school education program addresses faculty and staff development, student education and a developmental educator program. The Web site includes a teaching unit on epilepsy with activities that may be used in the health, social studies or science content areas.



Why we chose Barren County Middle as a 'School to Watch'

By Joan Lipsitz

Editor's Note: Joan Lipsitz, a consultant to foundations and other non-profit organizations, is a member of the National Forum to Accelerate Middle-Grades Reform. This article, condensed from a longer piece published by the district in "Barren County Public Schools: Stepping Up to a New Future," is reprinted here with permission.

I am a member of the National Forum to Accelerate Middle-Grades Reform, a group of some 60 educators, researchers, foundation program officers and members of key professional organizations. What brings us together is a shared sense of urgency that the academic performance of too many middle-grade students is unacceptable and that we need to mobilize to create and sustain many more high-performing middle-grade schools.

What do we mean by "high performance"? These schools are academically excellent, meaning they challenge all students to use their minds well. They are developmentally responsive, meaning they create small learning communities in which stable, mutually respectful relationships support all students' growth. They are socially equitable, meaning they have high expectations for all students and are committed to helping each child produce work of high quality. High-performing schools also establish norms and structures that invigorate and sustain their positive trajectory toward excellence.

If it were possible to raise academic performance only by setting standards and testing, testing, testing, we would be on the rapid road to success. If it were possible to raise academic performance only by establishing houses, teams and advisory groups, we would have already succeeded. But school improvement is more complex. We need it all, and — especially for children mired in poverty and its associated ills — we need the press for improved curriculum and higher standards, the personalization of the school climate, and the insistence upon all children having access to the

best of what schools can offer.

Setting the criteria for high performance was not a simple task. After achieving consensus about what turned out to be 37 criteria, we realized that people would rightly ask us where they could see such high-performing schools.

As a result, the National Forum established "Schools to Watch." We decided to talk about schools that bear watching because they are on an ex-

cellent School in Freeport, Texas, and Thurgood Marshall Middle School in Chicago.

These schools are by no means perfect, but they are on the right track.

First, these schools know and articulate the academic outcomes they seek. Second, they are taking deliberate steps to help students achieve those outcomes. Third, the schools have set benchmarks for implementing their strategies and hold them-



Photo by Rick McComb

Michelle Murphy (left), a 7th-grade social studies teacher, and Karla Bowles, exceptional education teacher, take a few moments in the hallway at Barren County Middle School to collaborate on curriculum and different learning styles.

citing and sustained trajectory towards high performance on most of the criteria and are deliberative about the others.

So how did I get to Barren County Middle School? The process wasn't scientific in the least. We polled our membership for nominations, invited nominated schools to apply, received dozens of applications, but in the end had the funds to document only four: one rural, one suburban, one small urban and one inner-city. In addition to Barren County, we selected Jefferson Middle School in Champaign, Illinois, Freeport Interme-

diates School in Freeport, Texas, and Thurgood Marshall Middle School in Chicago.

At Barren County Middle School, data about students' academics and behavior are not only collected but are shared strategically. Cross-disciplinary teams of teachers have daily common planning periods during which one of their tasks is to collect high, medium and low student work and lesson plans that support student work. This collection is submitted to the school-based decision making council as part of what they call a "Vital Signs Report." The process emphasizes student products rather than only process. In a most inventive mechanism for shar-

ing data with parents, the school has instituted an "Information on Demand" system in which parents can call in using a PIN to get information about their child's attendance, behavior, homework and academic grades.

Fourth, each school has developed the capacity to concentrate its energies on important focus areas. As a result, the changes in these schools are burrowing deeply into the entire culture of the school. They are not just superficial adjustments. I mentioned the "Vital Signs Report" at Barren County Middle School. In a monthly meeting, teachers produce evidence of student work that is documented in the "Vital Signs Report." They are not expected to know magically how to do this. Teachers in teams and content groups receive help in the collection and review of evidence. But in what is perhaps a more challenging and significant shift, teachers no longer talk about "what I cover" but rather "what kids should be able to do." As a result, the school is embedding standards of knowledge and skills in everyday school life.

This is not to say that all is well in these four schools, but these are schools to watch because they are vigorously on the move toward high performance. They are driven by a shared vision that, through nurture and challenge, every student will make significant academic and behavioral progress through his or her years in middle school.

National Recognition for Principal Pedigo

The National Association of Secondary School Principals selected Michelle Pedigo to be the 2001 MetLife/NASSP National Middle Level School Principal of the Year.

Pedigo, who was principal of Barren County Middle School until she left for a district administrator position this fall, was Kentucky's Principal of the Year for 2000.

Meet the Kentucky Teachers of the Year 2001

Each year, a committee of Kentucky educators and business leaders selects one teacher at each level — elementary, middle and high school — to represent the excellence of teachers state-wide. The committee then chooses one of those teachers to be the Kentucky Teacher of the Year, the teacher who represents the state in the National Teacher of the Year competition.

On these pages, meet this year's honored teachers and get better acquainted with them through their own comments, excerpted from writings they submitted with their Teacher of the Year applications.

For information on the annual competition and how to nominate or support a candidate for Teacher of the Year 2002 honors, contact Donna Melton at (502) 564-3421 or by e-mail through the KETS global list or to dmelton@kde.state.ky.us.



**Kentucky Teacher of the Year
Jo Biehle**

School: Worthington Elementary

District: Raceland-Worthington
Independent

Grade Level: 4th grade

Years teaching: 31

Education: BA in education, Marshall University; MA in education, University of Cincinnati; Professional certificate in AIMS (Activities Integrating Math and Science), University of Charleston; AIMS leadership certification, Fresno Pacific College; graduate studies, Morehead State University



Photo by Rick McComb

Harriet Jo Biehle, Kentucky's Teacher of the Year 2001, and Matt Tilda, an orange-winged Amazon, give Heidi Stiltner (right) and other students at Worthington Elementary a hands-on, real-world look at rain forest wildlife. Biehle also is the state's Elementary Teacher of the Year.

In her own words . . .

What do you consider to be the major public education issues today?

Employment within a single industry for multiple generations is no longer an option. Corporate downsizing, business mergers and labor markets moving overseas have taken away the age of job security . . . Students need to be able to reinvest their human capital to meet these new situations and vacillating job opportunities. . . . On the classroom level, the incorporation of economic principles into the schools' curriculum and teaching methodologies is pertinent. (Such programs) provide skills in practical living, goal setting and decision making while empowering pupils to become productive citizens. This training should begin at the primary level

and continue throughout the students' educational careers, thus supplying a unified knowledge base. Additionally, the formation of business partnerships allows job shadowing and apprenticeships, which keep the schools focused on changing employment trends. The materials become relevant to the youngster while allowing the instructor to be a facilitator and thus move from the role of "sage on the stage" to that of "guide on the side." Hence, children start assuming responsibility for their decisions and actions.

Describe your personal feelings and beliefs about teaching.

I was told by a former principal that I "KERA'd" about my pupils before the Kentucky Educational Reform Act

(KERA) came into existence. This was reflected from the way I organized my students' cooperative groups to the "real world" business partnerships developed between my class and the community. I employed hands-on problem-solving events ranging from individual solutions directed to John Hall (who at that time was an Ashland Oil executive) concerning the Pittsburgh oil spill to investments in the "Stock Market Game." . . . This year the children will be traversing a cultural gap by communicating daily with a school in Cyprus via the Internet. These activities reflect the positive contributions youngsters can make in today's society while giving them a sense of worth and purpose.



Middle School Teacher of the Year
Kathy Lowe

School: Barren County Middle School
District: Barren County
Major subject area: Social Studies
Years teaching: 5

Education: BA with double major in history and geography, master's in middle grades education, Western Kentucky University; NEH fellowship to study Lewis and Clark, Gonzaga University, Spokane, Wash.

In her own words . . .

What do you consider to be the major public education issues today?

The majority of the problems I see stem from the lack of parental involvement in the student's life. It seems that parental involvement declines as the student enters the middle school setting. I know that it is common for students of this age group to prefer less parental involvement in their lives. However, . . . statistics show that students whose parents remain involved in the child's school life do better in school.

I believe that one cause for the decline has to do with the parents' fears of not being able to keep up with today's curriculum. With reform has come a much higher level of expectations. New technology is difficult for most adults. No one wants to appear less than capable in a child's eyes.

Another contributing factor has to do with economics. With more couples working longer hours, making a living seems to override making a family life. Parents have less time to devote to their children, which translates into less time to be involved in their children's education. . . .

Fortunately, I have seen some of these issues addressed and some students' work improve with the help of other mentors and from reformed parents. We have initiated an after-school program we call the Clubhouse. The Clubhouse is available three days a week until seven in the evening. Students can pursue new interests from bowling to karate to cooking. They also have time set aside to work with tutors such as university students and local law enforcement officials. . . . Parents are encouraged to come and take classes and eat dinner with their children. Students can instruct their parents in computer labs. Parents can instruct students in basket making. . . . Many of the parents have come to realize that they have something to offer. . . . They have found a place in our school.



Photo by Rick McComb

Kathy Lowe, Kentucky's Middle School Teacher of the Year, points to a location on the map for her social studies students at Barren County Middle School.



Photo by Rick McComb

Cindi Reedy, Kentucky's High School Teacher of the Year, offers layout suggestions to Kathy Brannen, a senior at South Oldham High School, as she works on the yearbook.



High School Teacher of the Year
Cindi Reedy

School: South Oldham High
District: Oldham County
Major subject area: English
Years teaching: 20

Education: BS in Communication Skills, Indiana University School of Education; graduate hours in speech and English Education, Indiana State University, Indiana University, University of Louisville; MS in education, Spalding University

In her own words . . .

How does your personal teaching style demonstrate your beliefs in teaching?

I love my kids. Plain and simple, I love working with them, I love learning with them, I love directly involving their parents in their learning, I love watching them develop into the individuals they are trying to be, I love letting them know how highly I value them and their ideas.

And they know all of this.

They know it because I approach each student as a unique mind with individual needs and desires. They know it because respect for others is modeled by me, expected from me, and returned to me by students in and out of the classroom. They know it because I allow them to see the responsibility I feel for our learning and the responsibility I expect from them for our learning.

I encourage my students and parents of my students to accept the collaborative method of achieving success; working together ensures greater success for each of us. Thus, parents revise their children's papers, respond to activities in class and are offered an open invitation to see our learning environment in action.

. . . I set high expectations for my students, as that is what will be expected of them once they leave South Oldham High School. But I encourage them to meet those expectations by guiding them with praise and steering them with constructive assistance. What I find is by the end of a school year they have grown in individual stature as well as educationally.

. . . Every individual has talents and strengths and positive aspects to offer this world. Developing those and helping students utilize those for a common end accelerates the growth of all involved. In other words, "None of us is as smart as all of us," and when we work hard together, greater learning occurs.

A Decade of Difference

Ludlow High capitalizes on funding equity — and gets results

In the first four years of the state's education reform, Ludlow Independent's per-pupil revenue jumped from less than \$3,000 per student to a more equitable amount nearing \$4,500. Reform gave Ludlow the resources to do what other districts had been doing all along.

By Jim Parks
Kentucky Department of Education

Editor's Note: April 11, 2000, was the 10th anniversary of the signing of the Kentucky Education Reform Act. To mark the occasion, the Kentucky Department of Education published a comprehensive report, "Results Matter: A Decade of Difference in Kentucky's Public Schools." Ludlow High is one of 12 schools profiled in that report. These 12 schools are examples of successes happening in many schools — and inspiration for schools still looking for the keys to future success.

Ludlow is a blue-collar residential suburb west of Covington. Its neighborhoods bespeak the 1920s, when it was a thriving railroad center.

By the 1980s, though, Ludlow's tax base made it one of the poorest districts in Kentucky — so poor that the local school district joined 65 others in a lawsuit challenging the constitutionality of the state school finance system.

In the first four years of reforms that resulted from that challenge, Ludlow Independent's per-pupil revenue jumped from less than \$3,000 per student to a more equitable amount nearing \$4,500. Reform gave Ludlow the resources to do what other districts had been doing all along.

But there was much more to Ludlow's transformation than money. Veteran teacher and administrator Barbara Martin said she will never forget what Jon Draud, the district's superintendent in 1990 and now a state representative, and Elizabeth Grouse, an assistant superintendent in 1990 who is now the district's superintendent, told the faculty in their first meeting about the new reform law.

"They said you can't pick and choose parts of the reform; you have to buy in totally," Martin said.

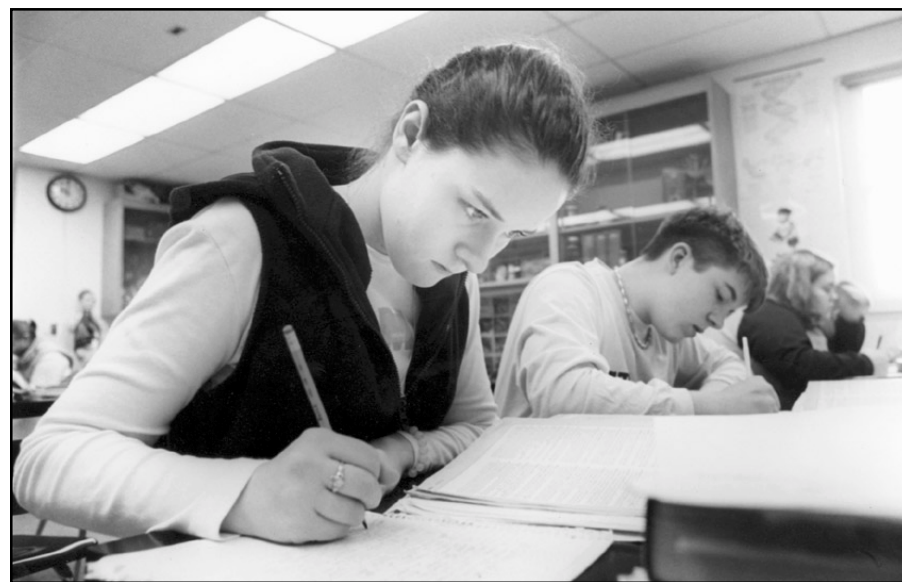
Ludlow High did. Teachers went to all state professional development

training sessions. They got grants for learning new ways to teach writing and mathematics. They tapped new state funds for extended school services.

New state technology money allowed the mathematics department to buy graphing calculators for all students. "We can teach more because

ing portfolios. All students keep writing portfolios every year, not just in the state-required accountability years. In all classes, teachers routinely use open-response questions — the kind that dominate the state tests.

Ludlow High realigned its curriculum to ensure that everything likely to be on state tests was being taught.



Sophomores Cassie Gettelfinger and T.C. Goodpaster concentrate on their work in biology class at Ludlow High, one of the state's high-performing schools. (Top of page) Teacher Gary McCormick leads a discussion of the Holocaust in an English class.

Photo by Rick McComb

the calculators are faster," said teacher Tom Stull. Instead of watching students slog through complex computations with pencil and paper, Stull can focus on helping students understand mathematics concepts, applications and relationships.

The arts became much more important in the school, says veteran art teacher Tammy Smith. Art is now widely perceived as content, not play, and the school has the resources to take students to performances and to bring artists and performers into the school.

Because new state tests emphasized writing, all teachers were trained in writing techniques, and all teachers participated in the scoring of writ-

A daily common planning period empowers teachers to work together.

The faculty worked hard to instill school pride in the students as a way of motivating them to do well. One year, when the test scores put Ludlow High among the elite in the region, Ludlow graduates attending Northern Kentucky University celebrated spontaneously in the NKU student center, much to the puzzlement of other students.

Even though it's already a tight-knit community, the district recently made parent involvement a priority. Every Ludlow Independent school has a parent coordinator.

Teaching has changed too. While art teacher Smith once taught students

about specific pieces of great art, she now focuses on techniques for evaluating any piece of art. Now, whatever work of art may appear on the state tests, her students are equipped to explain it "even if they have never seen it before."

Before Martin made the switch from classroom to administration, "I began to let the kids discover the content." In one memorable exercise, all 65 of her seniors re-enacted Chaucer's pilgrimage. In full period costumes they'd made themselves, the class made a two-mile trek into Covington, telling tales to strangers all along the way. Those students still talk to her about it, she says.

Mathematics teacher Stull said teachers are more attuned to learning, not just teaching. Where once they may have taught it, tested it and moved on, now they ask themselves: "Is this effective? If not, how do I make it effective?"

Whatever the combination of factors — resources, leadership, commitment, planning, pride — Ludlow High School has flourished over the last decade. One of the major beneficiaries of the new state school finance formula — because of its lack of a local tax base — Ludlow is a leader of reform.

The print edition of "Results Matter: A Decade of Difference in Kentucky's Public Schools" is available for \$15 per copy. To order, phone Windy Newton at (502) 564-3421; send e-mail to wnewton@kde.state.ky.us; or write to the Department of Education Bookstore, 19th Floor, Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601. To order online, go to www.kde.state.ky.us/comm/pubinfo/bookstore/ (click "Browse and Order Online," then "Education Reform.")

The report is available free of charge on the Internet at www.kde.state.ky.us/resultsmatter.

New to the 'Net—Lesson 4: The Web: How can it help me be a more effective teacher?

By Fran Salyers
Kentucky Department of Education

Welcome back to New to the 'Net, the series that strives to take teachers from novice to proficient in using the World Wide Web for teaching and learning. The first three lessons introduced the Web; guided you to valuable education sites and taught you how to search for even more; and took you on a tour of the Kentucky Virtual Library.

In this lesson . . .

- Locate Kentucky's Program of Studies, Core Content for Assessment and other important documents on the Web — at last, you have these major documents at your fingertips!
- Learn how to use those documents to plan instruction and day-to-day assessment of student progress.
- Find sites for increasing your own content knowledge.
- BONUS! Sign up to network by e-mail with other education professionals.

To locate Lesson 4 online, select the New to the 'Net main page in your bookmarks list, or go to the Kentucky Department of Education's home page (www.kde.state.ky.us) and click on Newt, the series mascot, then click on the Lesson 4 link.

Guidelines and Resources at Your Fingertips

From the Lesson 4 page, click on the "Division of Curriculum Development" link. This is your gateway to an abundance of guidelines and resources that, used together, can be the foundation for curriculum, instruction and student achievement. Lesson 4 introduces eight of the division's documents, but you'd be smart to open the others as well. There are handy things in all of them!

These documents are important, but they also can be overwhelming! Nobody expects you to read them cover to cover. Consider them reference works full of information you can locate when you need it.

The Documents

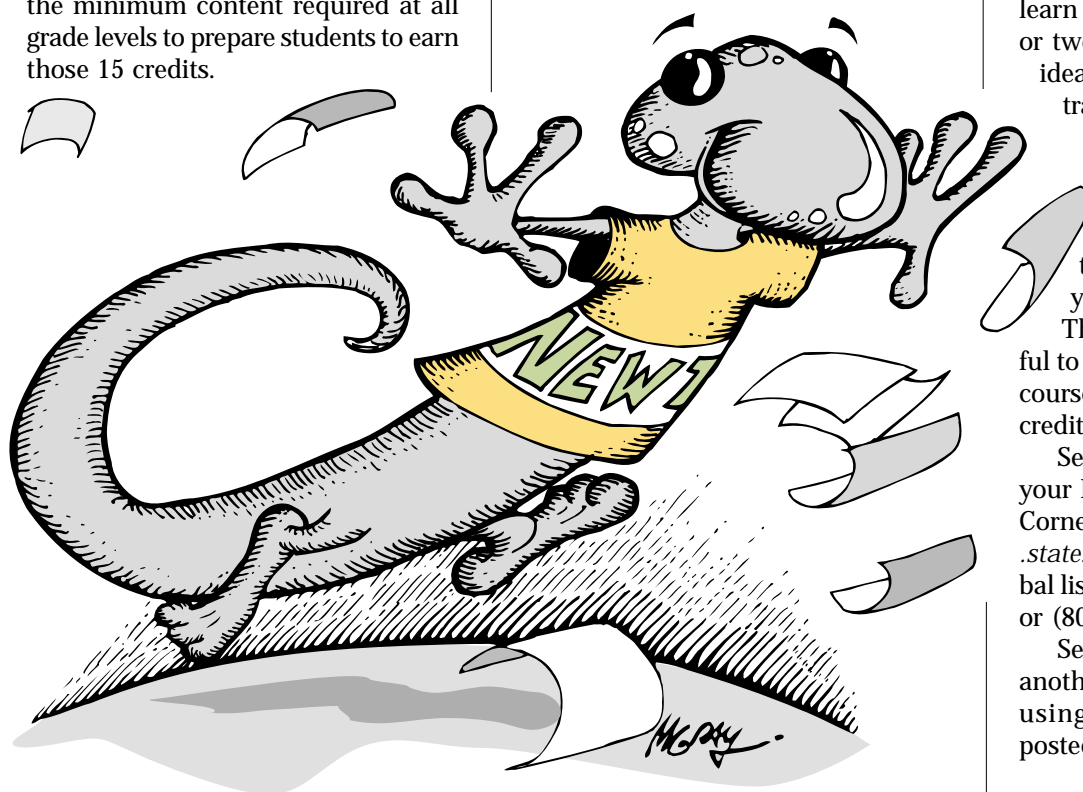
1. Tools that identify content and skills to be included in instruction

A. Learning Goals and Academic Expectations outline what Kentucky wants students to know and be able to do by the time they exit high school. This document is the foundation for curriculum and assessment.

B. Program of Studies for Kentucky Schools Primary-12 outlines the minimum content for Kentucky's 15 required high school credits plus the minimum content required at all grade levels to prepare students to earn those 15 credits.

2. Optional resources to help you incorporate content and skills into instruction

A. Transformations: Kentucky's Curriculum Framework contains the learning goals and academic expectations and materials to help translate them into elementary and middle and high school levels (Volume 1), plus sample activities, teaching and assessment strategies, instructional and community resources and more (Volume 2).



C. Core Content for Assessment outlines content that is considered so essential for all students that it is covered on the state assessments. Kentucky Core Content Tests developers use this document plus the academic expectations as parameters when they design the tests. Your instruction will go beyond the content to be assessed, but you can use this document as a checklist to make sure your instruction includes content that will be tested.

B. Implementation Manual for the Program of Studies provides instructional models and sequences of models for required and elective content, guidance on designing course models and sample strategies for diverse learners.

C. The "Designing . . ." series includes three step-by-step guides for developing your own standards-based units of study plus open-response questions and performance tasks for continuous assessment of student progress.

Scavenger Hunt!

To get a feel for using these documents, click on "Scavenger Hunt" and follow the directions. These documents cover a lot of ground, but the scavenger hunt will help you focus on areas that are most important to you and your students.

Also in Lesson 4 Online:

- Click on "Keeping Up" for resources on updating your own content knowledge.
- Click on "Instant Networking" to learn what listservs are, join the one or two of your choice, and exchange ideas, successes, questions and frustrations by e-mail with other education professionals.

Reflect

Click on the "Reflect" link on the Lesson 4 page and document your responses to the questions. This documentation could be useful to you if you are taking this online course for professional development credit.

Send comments and questions to your New to the 'Net mentor, Naomi Cornette, by e-mail at ncornett@kde.state.ky.us (or through the KETS global list) or by phone at (502) 564-7168 or (800) 533-5372.

See Page 14 for information about another new electronic resource for using the curriculum documents posted online.

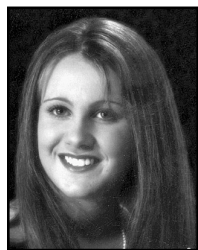
Coming in Lesson 5...

How can I use the Web in the classroom?

- Links to lesson plans posted by teachers
- Virtual learning: Taking your students all over the world
- Tips for teaching in 1-computer, 5-computer and lab settings

Journalism education offers multiple benefits

By Jessica White
Editor, The Tribal Tribune



Jessica White

Editor's Note: Last spring, the Kentucky High School Journalism Association selected Montgomery County High School's journalism program as the best all-around print and broadcast journalism program in the state. Kentucky Teacher invited Jessica White, editor of the school's student newspaper, to submit an article about the value of journalism education. White submitted this article at the end of her senior year. She is now a freshman majoring in journalism at Western Kentucky University.

In the past 15 years, in various competitions, Montgomery County High School's Tribal Tribune has won 13 awards for best newspaper. We have built a tradition of taking newspaper production seriously. This year, for the first time, we added a broadcast division to the department, and we have tried to make it as good as our newspaper.

Our school's student journalists have gained more than trophies and accolades. We have developed as researchers, writers and reporters and have learned that democracy is based on the rights and responsibilities inherent in the First Amendment.

Publishing a high-quality newscast or newspaper involves hours of work. We must prepare background information and set up interviews with students, administration, faculty and people throughout the community. One of the most important things we have learned is to gather more notes, information and photo or video shots than we think we're going to need. Research is the heart of writing, and the most important portion of any written work takes place before the writer writes the first word. We sometimes write as many as six drafts before an article, radio broadcast or video

feature is finally ready to distribute to the school and community.

At many high schools, journalism is an extracurricular activity that is not part of the core curriculum. At Montgomery County High, adviser Kenn Johnson, maintains that journalism is one of the most important classes a high school can offer.

"Journalism is a valuable component of the state's core content and provides an excellent opportunity to improve students' communication skills," said Johnson, who has taught at the school since 1986 and worked nearly 20 years for newspapers.

Most of the students agree with Johnson. The education we have received in our journalism classes has helped us in other subjects at school.

"Any kind of journalism, whether print or broadcast, helps you deal with

people," said senior broadcast anchor Michael Clark. "Journalism also helped me with portfolio entries [in classes other than journalism]. My English teacher told me that my writing improved significantly in just a few months."

Many of the seniors took as many as eight journalism courses in three years as part of our school's block schedule. Senior page editor Diana Ballestero said the classes helped her more than any other class. She said journalism should be a required class.

"Journalism is a great factor in developing writing skills, and broadcast experience is a great help to students who are shy about talking in front of large groups," Ballestero said. "It has helped me become a better writer and become more aware of mistakes while writing in all my classes. I

have learned to edit my work more than I ever did in the past."

Through her journalism skills, Ballestero recently had a chance to help herself as well as the school in testing and portfolios.

"During our [core content] testing, we had to write either a letter to the editor or an editorial. I chose to write an editorial. Because of my journalism experience, I was able to write a top-notch editorial. I also used two newspaper stories in my portfolio, which was a great help toward [achieving a proficient rating]."

Many students also focus on journalism outside of the classroom as a way to improve their awareness of the media.

"Every time I watch the news and read newspapers, I find myself critiquing," said senior page editor Katherine Kennedy. "I find good things about them and catch the bad things and then use this to improve my own work at school."

The journalism class has not only allowed us to develop as students in high school but has also opened many doors to the future.

"Since I am considering journalism as a career, this program is very beneficial to me," said junior Sarah Mitchell. "Even if I don't choose journalism as a career, this class has helped me to improve my skills and prepared me for college and the workplace."

Adviser Kenn Johnson welcomes questions and comments by e-mail at kjohnson@montgomery.k12.ky.us or by mail at Montgomery County High School, 724 Woodford Drive, Mt. Sterling, KY 40353.

The Kentucky High School Journalism Association's third annual conference and student journalism awards presentations will be on March 22 in Louisville. For more information about the conference or the organization, contact Lisa Carnahan at Kentucky Press Association, (502) 223-8821; KHSJA, 101 Consumer Lane, Frankfort, KY 40601; carnahan@kypress.com.



Photo by Rick McComb

Montgomery County High School student journalists Amy Carrington, Michael Clark and Brett Lambert (with camera) tape a school news report as teacher-advisor Kenn Johnson observes. The Kentucky High School Journalism Association rated the school's journalism program the "best overall" for 1999-2000. Jessica White, the editor of the school paper that year, says journalism education helped her achieve a Distinguished ranking on her writing portfolio.

Board seeks teachers to review state's teacher prep programs

The Kentucky Education Professional Standards Board seeks teachers who want to join the team that helps measure Kentucky's teacher preparation programs against state and national accreditation standards.

All of Kentucky's 27 education preparation institutions must maintain state accreditation, but 11 of them also have pursued and been granted accreditation by the National Council for Accreditation of Teacher Education (NCATE). Each of the institutions in Kentucky with an educator preparation program must undergo a stringent process of examination to maintain its accreditation status.

The Education Professional Standards Board's Board of Examiners is

the team of teacher educators, teachers, administrators and state/local policy makers who do the on-site peer reviews required in that process.

To be selected for Board of Examiners membership, educators must have expertise in professional education, teaching, research and/or evaluation; good writing skills; proficiency in evaluation techniques; and the ability to make respected professional judgments about the teacher/administrator preparation programs they review.

Those nominated for board membership must receive training and may, with approval from their local districts, earn professional development credit for that training. They will also have

opportunities to serve on various Education Professional Standards Board committees, with the board providing reimbursement for expenses plus funding for substitute teachers.

Educators interested in serving on the Board of Examiners may contact the Education Professional Standards Board's Division of Educator Preparation and Internship, 1024 Capital Center Drive, Suite 225, Frankfort, KY 40601; phone (502) 573-4606; fax (502) 573-1610. Additional information regarding teacher/administrator education in Kentucky is available on the Web at www.kde.state.ky.us/otec/teached. Additional information about NCATE is available at www.ncate.org/.

All Kentucky districts receive safety funds

For the first time since the General Assembly passed safe schools legislation in 1998, all Kentucky public school systems will receive funding from a state program designed to support school safety and violence prevention strategies.

The Center for School Safety (CSS) is awarding \$11 million in grants to all 176 public school systems, the Kentucky School for the Deaf and the Kentucky School for the Blind for the 2000-2001 school year. In previous years, grants were awarded to a smaller number of districts on a competitive basis, with 72 districts receiving \$4 million in 1999 and 126 districts sharing \$9 million during the 1999-2000 school year.

Based on the recommendation of the CSS board of directors, the General Assembly approved a different formula for 2000-01 that calls for every district to receive a base of \$20,000, with the remaining funds distributed on a per-pupil basis. Based on 1999-2000 end-of-year average daily attendance figures, each district receives the

Continued on Page 14

State's career-bound students outperform peers in other states

Year 2000 assessment results from the Southern Regional Education Board's (SREB) High Schools That Work program indicate continued gains by Kentucky students in reading, mathematics and science since the last testing period in 1998.

The goal of High Schools That Work is to increase the mathematics, science, communication, problem-solving and technical achievement of career-bound students. Participating schools implement 10 key practices proven to increase student achievement. SREB provides professional development to help school administrators, guidance counselors and faculty put the key practices in place.

Scores by the 4,628 Kentucky students from High Schools That Work sites were higher in the three core subjects than the average score attained by 53,000 students tested at about 1,000 High Schools That Work sites throughout the South. Fifty-nine percent of the Kentucky students scored at or above the region's mean score in reading. Sixty-four percent of the Kentucky students met or exceeded the mean score in mathematics; 63 percent did so in science.

SREB also reported these results:

- Schools are enrolling more students in higher-level academic courses while improving student achievement.
- The percentage of Kentucky stu-

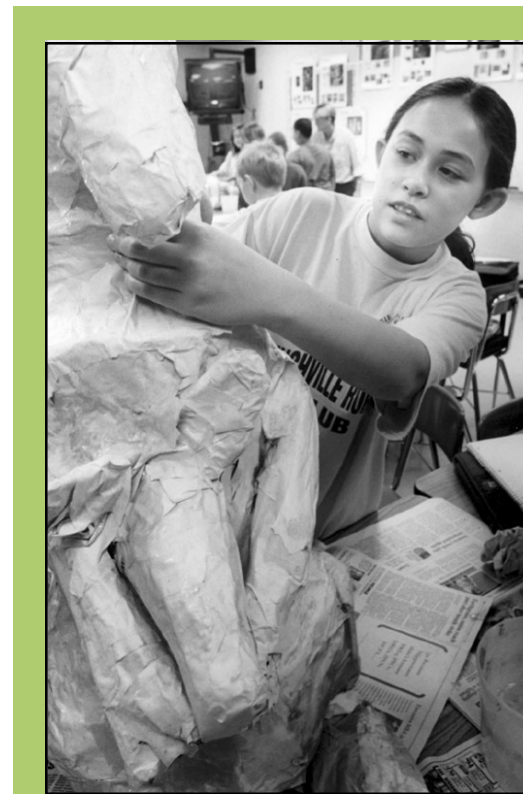
dents who qualify for the SREB Award of Educational Achievement has increased. Kentucky was second among all SREB states in the number of qualified candidates. Thirty-five percent of Kentucky students participating in the assessment in 2000 received the award, compared to 31 percent in 1998.

- Students enrolled in career and technical education have higher academic achievement and are better prepared for postsecondary education or careers if they are taught challenging academic courses that meet the standards of college preparatory courses.

Rodney Kelly, director of the Kentucky Department of Education's Division of Career and Technical Education, said the data "clearly show that as high schools raise student expectations, close down the 'general track,' provide career guidance and give extra help when needed, student achievement increases."

Eighty-four Kentucky high schools participated in the one-hour student achievement test, a transcript study linking courses taken to student achievement results, and accompanying teacher and student surveys. The test is based on National Assessment of Educational Progress (NAEP) frameworks. Links are established between student performance and key instructional practices.

For more information about High Schools That Work, contact the program's state coordinator, Diane Sharp, at (502) 564-3775 or dsharp@kde.state.ky.us; or contact Rodney Kelly, director of career and technical education, at (502) 564-3472 or rkelly@kde.state.ky.us.



KANGAROO ART —Lexington has horses. Cincinnati has pigs. Chicago has cows. Now, East Middle School in Shelby County has kangaroos. Maureen Pilkinton works on a papier-mache kangaroo in art class as part of a study of Aboriginal art titled "East Middle Down Under."

Safety Funds

Continued from Page 13

base allocation plus \$13.15 per student for 2000-2001. The Kentucky Department of Education is distributing the funds in collaboration with CSS.

Districts submitted applications outlining the types of programs or services they would implement as well as the indicators they would use to measure the impact of the funded services. Based on information in those applications, 73 percent of the districts are using the funds to support alternative education programs for students who exhibit disruptive or violent behavior or are at risk of academic failure. Alternative education programs provide academic instruction, emotional support and behavior management services to meet the individual needs of students who are at risk of school failure.

Districts also reported plans to use the safe school funds to support the

following strategies, mostly in the middle grades and high schools:

- intervention services in traditional school settings (for example, in-school counseling, mentoring programs or classroom instruction focusing on conflict resolution and anger management);
- training programs for school staff and parents;
- school resource officers (specialized law enforcement officers who work in school settings);
- security equipment such as metal detectors and surveillance cameras.

For more information, contact Doris Settles, Center for School Safety, 208 Taylor Education Building, University of Kentucky, Lexington, KY 40506-0001; (859) 257-9105; toll free (877) 805-4277; ddsettl@pop.uky.edu; www.kysafeschools.org.

KCHIP asks teachers:

Important Questions for Teachers:

- Does a student in your class have difficulty learning?
- Do some of your students miss school often because of illness?

Perhaps those students need medical or behavioral attention their parents can't afford because they don't have health insurance. Maybe KCHIP can help. KCHIP — Kentucky Children's Health Insurance Program — helps income-eligible families with uninsured children get the help they need at no cost.

Income Limits or KCHIP Eligibility 2000-2001	
Number of Family Members	Family Monthly Income (before taxes)
1	\$ 1,392
2	\$ 1,875
3	\$ 2,359
4	\$ 2,842
5	\$ 3,325
6	\$ 3,809
7	\$ 4,292
8	\$ 4,775
Note: Income limits change around April of each year.	

For information or applications, phone toll-free (877)-KCHIP-18. People with hearing impairments may phone (877)-KCHIP-19. (Note: "KCHIP" represents 52447 on the phone dial or keypad.) For Spanish translation services, call (800) 662-5397. Applications also are available in English and Spanish at county health departments and on the Internet at chs.state.ky.us/chs/kchip/kchip.htm.

New CD puts curriculum documents together in interactive ways

The Kentucky Department of Education has produced "Teaching to Proficiency," a CD-ROM that demonstrates how the curriculum and assessment documents described on this page fit together. It includes the full text of most of the documents, plus these features:

- An interactive database for searches by grade level, content area, learning goal or academic expectations;
- More than 5,000 direct relationships connecting the core content, program of studies, academic expectations, national content standards and released state assessment items from 1998 and 1999;
- Samples of student work and

suggested instructional strategies for each content area and grade level.

The department has shipped copies of this new CD-ROM to each district assessment coordinator and principal. Schools and districts can install the software on local servers. Additional copies are available at no cost to Kentucky educators while supplies last. To request a copy, contact your principal, district assessment coordinator or regional service center.

Copies will later be available for \$5 each from the Department of Education Bookstore. For order information, go to www.kde.state.ky.us/comm/pubinfo/bookstore/ or phone Windy Newton at (502) 564-3421.

Music is everywhere!

Teacher recommends Web sites for music instruction

Joy Sparks, choral director at Crawford Middle School in Fayette County, recommends the following Web sites for teaching about music. For more of her tips for music instruction, see the March 2000 issue of Bluegrass Music News.

Teacher Sites

- www.geocities.com/Athens/2405/ — Children's Music Workshop, Los Angeles, Music Education Online
- www.lentine.com/articles/25_ways.htm — 25 Ways to Use the MIDI sequencer in the music classroom and rehearsals
- www.menc.org — National Association for Music Education
- www.serve.com/marbeth/pedagogy.html — Piano pedagogy
- edsitement.neh.gov/ — the National Endowment for the Arts link to "The Best of the Humanities on the Web"
- www.schoolmusic.com — an online catalog for music educators
- Artsedge.kennedy-center.org/teaching_materials/weblinks/artsedge.html — click on "Performing Arts" to get lesson plans and activities related to music.
- www.lessonplanspage.com/Music67.htm — lesson plans by topic and grade level

- www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html — resources for music educators

Student Sites

- Sunsite.berkeley.edu/KidsClick!/ — KidsClick Web Search for Kids by librarians (click on any subject, including Arts)
- www.geocities.com/Vienna/2499/Mozart.html — information about the Mozart and his music
- classical.net/music/ — facts about classical music and composers, reviews of classical recordings, searchable databases
- www.playmusic.org — American Symphony Orchestra League (provides a link links to a free download of Shockwave software, required for full use of the site)

Interactive Sites

- library.thinkquest.org/15413/ — an interactive online experience
- www.musictheory.halifax.ns.ca/ — a free, online course
- www.alfredpub.com/fun/fungames.html — games that teach the basics about music
- academics.hamilton.edu/music/spellman/javamusic/ — interactive music theory tutorial

BULLETIN BOARD

Enter environmental poster contest by Feb. 15

Your school could win a \$1,500 environmental education grant, and your P-8 students could win savings bonds and T-shirts in a poster contest sponsored by the Kentucky Natural Resources and Environmental Protection Cabinet.

The poster contest is associated with Commonwealth Cleanup Week, a statewide event held each March to remove trash from roadsides, illegal dumps and waterways.

The contest Web site at www.kyenvironment.org/nrepc/cabinet/cleanupposter.htm includes all contest and entry details. Entries are due at local county conservation district offices by Feb. 15, 2001.

CONTACT: Heather Frederick, Kentucky Natural Resources and Environmental Protection Cabinet, (502) 564-2282, ext. 166; Heather.Frederick@mail.state.ky.us

Regional science fair open to central Kentucky students

The Central Kentucky Regional Science Fair, set for March 25, 2001, is open to all students in grades 4-12 in 43 counties.

The fair is divided into two divisions: Junior (grades 4-8) and Senior (grades 9-12). The top four projects from the Senior Division will qualify for all-expenses-paid entry into the Intel International Science and Engineering Fair in San Jose, California, on May 6-12, 2001.

For eligibility and entry information, contact Travis Huber, Mason County Middle School, (606)5646748; thuber@mason.k12.ky.us.

New exhibit will spotlight Kentucky of the 1950s

"Front Page Fifties," an exhibit about Kentucky in the 1950s, will open on Dec. 9 at the Kentucky History Center in Frankfort.

The exhibit will examine how Kentuckians responded to the events and issues that characterized the decade — the Korean War, the Red Scare, civil rights, the proliferation of suburbs and youth culture.

School programs, including tour orientations and a theater presentation, will begin in January.

CONTACT: Vicky Middleswarth, Kentucky Historical Society, (502)564-1792 ext.4425; vicky.middleswarth@mail.state.ky.us

Teaching and Learning Conference details are now available

The next Kentucky Teaching and Learning Conference is set for March 8-10, 2001, in Louisville. The Department of Education's Office of Education Technology has mailed agenda and registration information to participants of last year's conference. Watch for the green-and-tan booklet bearing a baseball theme and the conference title: "KTLC 2001: Out of the Dugout and onto the Playing Field."

If you participated in the conference in 2000 but have not received information about the 2001 event, please alert Charlotte Chowning at (502) 564-7168 or cchownin@kde.state.ky.us.

Conference information and online registration are also available on the Web at www.kde.state.ky.us/ktlc.

Selective Service registration now online

Gov. Paul Patton has urged high school educators and others to encourage eligible students to register for the nation's Selective Service. Almost all male U.S. citizens and male aliens living in the U.S. are required to register within 30 days of their 18th birthday. Meeting this requirement can be a factor for receiving some scholarships and college loans.

Students may now register online at www.sss.gov. See the Web site for additional information.

Junior Science and Humanities Symposium scheduled for March 25 in Louisville

The 39th annual Junior Science and Humanities Symposium will be held March 25-27, 2001, at the University of Louisville.

Approximately 40 Kentucky teachers and 160 high school students will be selected to attend the symposium, which is designed for sophomores, juniors and seniors who wish to submit original scientific research papers.

Sixteen chosen semifinalists will present their research, and additional students will have opportunities to present their research findings through posters. Five finalists will attend the National Junior Science and Humanities Symposium in Orlando, Fla., in April. One of the five will compete at the national level with other students from throughout the U.S.

All presenters are eligible for awards, which include scholarships, plaques and cash awards to schools.

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Kentucky Teacher

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Photo by Rick McComb

COMPARING NOTES — Veteran science teacher Karen Marcum (left) and first-year exceptional education teacher Sharon Cook collaborate between classes at Barren County Middle School. Teacher collaboration is one reason the school is a national "School to Watch." For details, see Page 7.

"The thing we like about this method of standard setting is that it has the right experts — teachers — involved in the decisions."

Craig N. Mills, co-developer of the nationally respected Jaeger-Mills Method, on Kentucky's approach to setting standards for measuring student performance on the Kentucky Core Content Tests. See Page 1.

Kentucky Department of Education

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